

6 month reporting date 10-02-03 X  
 12 month reporting date 5-01-04 X  
 18 month reporting date 2-4-05 X  
 Closed 3-18-05

## Sioux Valley School District Improvement Plan/Progress Report Form

<b>Principle: 3 Appropriate Evaluation</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  A student file review completed by the team indicated that a reevaluation was completed in March 2002. The disabling condition reported on the child count was not substantiated by documentation within the file. The student's evaluation information did not support the eligibility criteria for autism.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district will conduct comprehensive evaluation to identify eligibility for special education in South Dakota.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.  When students are evaluated for the suspected disability of autism all required and appropriate areas will be evaluated.				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
The district will have an inservice to discuss the appropriate assessments that must be considered when conducting an evaluation for a child who has the suspected disability of autism. The district will submit to OSE the date of the meeting, list of people in attendance and procedural outcomes.	May 2003	NESC Coop Director and Special Education Director	<b>MET 10-03</b>	
Please explain the data (6 month)- Based on conversation with SEP staff.				

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Students identified with the disability of autism will have appropriate evaluation administrated to determine they meet the SD eligibility criteria. The district will submit to OSE the number of students who have been evaluated for the suspected disability of autism and report on the appropriate evaluation assessments used to determine the disability.	May 2003, & there after on going	NESC Coop Director and Special Education Director	<b>MET 10-03</b>	
Please explain the data (6 month)- Based on conversation with SEP staff.				

<b>Principle: 5 Individualized Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  The review team noted that 2 files did not have the required documentation for graduation completed one year prior to the student's graduation from a secondary program.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district will ensure that graduation requirements are address one year prior to the student's graduation.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.  The IEP team will address graduation requirements one year prior to the student's graduation.				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met

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In August each year the district will identify all students with special needs who are planning to graduate within two years. At each of those student's IEP meetings the sped teacher will address the graduation requirements. The district will submit to OSE the number of students with special needs who are planning to graduate within two years and the number of meetings that were held to address graduation.	Immediately/ On going	Special Education Director, Secondary Principal and HS Sp Ed Teacher	<b>Not Met</b>	<b>Met Aug '04</b>
Please explain the data (6 month)- Based on conversation with SEP staff.				
Please explain the data (12 month) <b>7 out of 7 files reviewed by the NESC Assistant Director addressed graduation requirements in the IEP.</b>				

<b>Principle: 5 Individualized Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  The review team noted in 5 of 8 files where the process should have occurred students were informed of the transfer within a shorter timeframe or no information regarding the transfer of rights was documented.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district will ensure that transfer of rights to a student one year prior to turning eighteen is addressed.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.  Each student's IEP will address transfer of rights to a student one year prior to turning eighteen.				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met

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In August and January the high school special education teacher will identify all students with special needs who will be turning seventeen that year. At each of those student's IEP meetings the sped teacher will explain the transfer of parental rights. The district will submit to OSE the number of students with special needs who turned seventeen that year and the how many meetings were held prior to their 17 <sup>th</sup> birthday to explain transfer of parental rights.	Immediately/ On going	Special Education Director, Secondary Principal and HS Sp Ed Teacher	<b>Not Met</b>	<b>Not Met</b>	<b>Met March '05</b>
Please explain the data (6 month)-Based on conversation with SEP staff.					
Please explain the data (12 month)					
<b>Three out of seven files reviewed explained the transfer of parental rights before their 17<sup>th</sup> birthday.</b>  <b>(18month)</b> <b>Four out of four files reviewed by NESC explained the transfer of parental rights before their 17<sup>th</sup> birthday.</b>					

<b>Principle: 5 Individualized Education Program</b>
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  The IEP team is required to address a course of study for student's age fourteen and up. The course of study is designed as a planning device to help ensure students achieve their desired outcomes for employment and independent living.
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district will ensure that each student's IEP addresses transition services at the age of fourteen or earlier if appropriate.

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<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.					
Each student’s IEP will include a course of study for student’s age fourteen and up.					
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met	
The district will arrange a meeting with their coop or state transition liaison person to review post-secondary transition procedures (graduation, transfer of parental rights, course offering/outline, etc) and activities. The district will submit to OSE the date of the meeting, list of people in attendance and list of outcomes.	May 2003,	Special Education Director, Secondary Principal and HS Sp Ed Teacher	<b>Not Met</b>	<b>Met</b> <b>Aug '04</b>	
Please explain the data (6 month)- Based on conversation with SEP staff.					
Please explain the data (12 month) <b>Training was held for the middle school and high school resource room teachers on transition procedures on October 9<sup>th</sup> and October 14, 2003.</b>					
IEPs written for students 14 and older will contain course of study for students, which, will be utilized as a planning device to ensure students achieve their desired outcomes for employment and independent living. The high school principal will spot check 50% of this age group of files to ensure accuracy and report findings to OSE.	May 2003, annually there after	Special Education Director, Secondary Principal and HS Sp Ed Teacher	<b>Not Met</b>	<b>Not Met</b>	<b>Met</b> <b>March '05</b>
Please explain the data (6 month)- Based on conversation with SEP staff.					

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Please explain the data (12 month)

**Six out of eight files reviewed contained course of study for students, which will be utilized as a planning device to ensure students achieve their desired outcomes for employment and independent living.**

**(18 month)**

**Sixteen out of sixteen files reviewed by the NESC assistant director contained course of study for students, which was utilized as a planning device to ensure students achieve their desired outcomes for employment and independent living.**

### **Principle: 5 Individualized Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

In a review of 11 files 5 were missing the transition page or did not have transition information documented. Although a present level of performance was written for each student the district did not provide a coordinated set of activities, which would promote movement from school to post-school activities.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Students will be provided with appropriate transition services that lead to his/her transition outcomes.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

When appropriate a coordinated set of activities, which would promote movement from school to post-school activities will be included on a students IEP.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**6 month  
progress**  
Record date  
objective is met

**12 month  
progress**  
Record date  
objective is met

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IEPs written for students in need of transition services will provide a present level of performance and a coordinated set of activities, which will promote movement from school to post-school activities. The high school principal will spot check 50% of this age group of files to ensure accuracy and report findings to OSE.	May 2003, annually there after	Special Education Director, Secondary Principal and HS Sp Ed Teacher	<b>Not Met</b>	<b>Not Met</b>	<b>Met March '05</b>
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Please explain the data (6 month)- Based on conversation with SEP staff.

Please explain the data (12 month)

**Five out of eight files reviewed had present levels of performance and a coordinated set of activities, which will promote movement from school to post-school activities.**

**(18 month)**

**Eleven out of eleven files reviewed by the NESC assistant director had present levels of performance and a coordinated set of activities, which will promote movement from school to post school activities.**

#### **Principle: 6 Least Restrictive Environment**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

The team found that justification for all students placed in a self-contained classroom have the same justification statement on their IEP. An interview with the classroom teacher indicated that a standard justification was written for students placed in her classroom.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that each student's IEP includes a justification for placement in other than the regular education program.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Each student's IEP will include a justification for placement in other than the regular education program based on the student's multidisciplinary evaluation information.

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<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
The Center Base teacher will review the IEP Technical Assistance State Manual or consult with NE Cooperative to review appropriate justification for placement procedures. The district will submit to OSE date on how procedures were reviewed.	May 2003	Special Education Director, NESC Center Base Teacher and NESC Coop Director	<b>MET 10-03</b>	
Please explain the data (6 month)- Based on conversation with SEP staff.				
Please explain the data (12 month)				
In determining placement the IEP team will provide a written description of the options considered and the reasons why those options were rejected for each placement alternative considered for the student. The team will then provide a written description of the option accepted and reasons why the option was accepted. The co-op director will spot check 50% of student IEPs in the Center Base program to ensure LRE accuracy and report findings to OSE.	May 2003, annually there after	Special Education Director, NESC Center Base Teacher and NESC Coop	<b>Not Met</b>	<b>Met Aug '04</b>
Please explain the data (6 month)				
Please explain the data (12 month) <b>Five of five files of Center Base student's files reviewed showed an appropriate description of the options considered and the reasons why those options were rejected and accepted.</b>				